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ABSTRACT

A leader's guide for the workshop on the overview of bilingual program evaluation is presented, accompanied by a participant's handbook and a workshop text. The evaluation overview workshop is the first of five 4-hour evaluation workshops designed to meet the basic information needs of teachers and administrators with little knowledge of evaluation procedures or evaluators and researchers who are unfamiliar with bilingual education programs. The other workshops cover evaluation design, student testing and assessment, implementation evaluation, and evaluation management. The leader's guide provides guidelines for workshop preparation, room arrangement, and scheduling as well as scripts for introducing and conducting workshop activities. Three activities are described: identifying problems in the simulated bilingual program, identifying different perspectives on the evaluation process and appropriate methodologies, and reviewing the steps in planning a bilingual evaluation. (RW)

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Bilingual Evaluation Technical Assistance

Workshop I

Overview to Bilingual Program Evaluation

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Leader's Guide

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Center for the Study of Evaluation

The Center for the Study of Evaluation (CSE) is a university-based research and development center established in 1966 by the Department of Health, Education, and Welfare. The mission of the Center has been to conduct research, development, training, and dissemination activities for the purpose of improving the planning and evaluation of education and other social action programs. More specifically, CSE activities include: guidance for educators and researchers in the areas of tests and measures and in educational decision making; development of easy to use evaluation procedures and materials in the form of manuals, workshops and kits; and evaluation of projects for federal, state, local, and university agencies requesting technical assistance in evaluation. The work of CSE during its first decade has clarified the ways in which systematic evaluation can be helpful in the improvement of many kinds of programs.

Information about CSE and its publications may be obtained by writing to:

Director, Public Information
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024

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HOW TO ORGANIZE THE WORKSHOP

Recruitment

The BETA workshops were designed for audiences with three levels of involvement with bilingual evaluation. At the most general level, all people involved in bilingual program, both bilingual and monolingual program teachers, students, parents, and community members will find some parts of the materials valuable. A second audience is educators directly involved in bilingual program planning and implementation who are familiar with many of the general principles of curriculum development and testing, but who have no special training in evaluation. The third group for whom the materials were designed is research and evaluation specialists who may not be well-acquainted with the special demands of bilingual program evaluation. Since the concerns of these three audiences are often very disparate, we suggest that you organize workshops to serve each group separately. Thus, workshops will serve one of the following categories of levels of expertise:

G: Workshops for all levels of expertise including parents and community.

S: Teachers, administrators and school site staff with instructional and administrative experience in bilingual programs, but no specialized evaluation training.

R: Evaluators and research staff familiar with design, measurement and implementation procedures used in program evaluation, but unfamiliar with the special demands of bilingual program evaluation.

Notifying Participants

Remind each workshop participant of the workshop about one week prior to the session. Emphasize that the workshop, unlike many conferences and meetings, will require their active participation. Encourage them to bring with them to the sessions questions and materials from their own programs that are related to bilingual evaluation. Explain that the workshops are designed as working and troubleshooting sessions for their own concerns and the intent is to provide immediate help in planning bilingual evaluations.

Planning Lunch and Refreshments

To maintain the workshop schedule, it is advisable that the participants receive lunch and refreshments in the workshop room, or in an adjacent room. A pre-arranged lunch menu will avoid the confusion and inevitable delays associated with placing individual lunch orders. If the sessions are to run during normal working hours, fifteen minutes can be spared for coffee breaks. Better yet, have coffee and refreshments available to the participants throughout the session. The latter approach seems to work better, if the participants are told politely that they should not spend excessive time around the coffee pot during the session.

Pre-Workshop Preparation Checklist

Use the checklist below to ensure that the proper materials are obtained for conducting the workshop:

The following items are the responsibility of the Workshop Leader:

_____Seating and workspace for workshop participants

_____A table for the Leader's materials and Overhead Projector

_____A blackboard for summarizing discussion activities

_____A room large enough to hold the required worktables and chairs for participants.

_____A workshop location that has lunch and snack facilities so that participants can eat together and take breaks with a minimum of time spent in travel.

The following items are supplied by the Workshop Distributor:

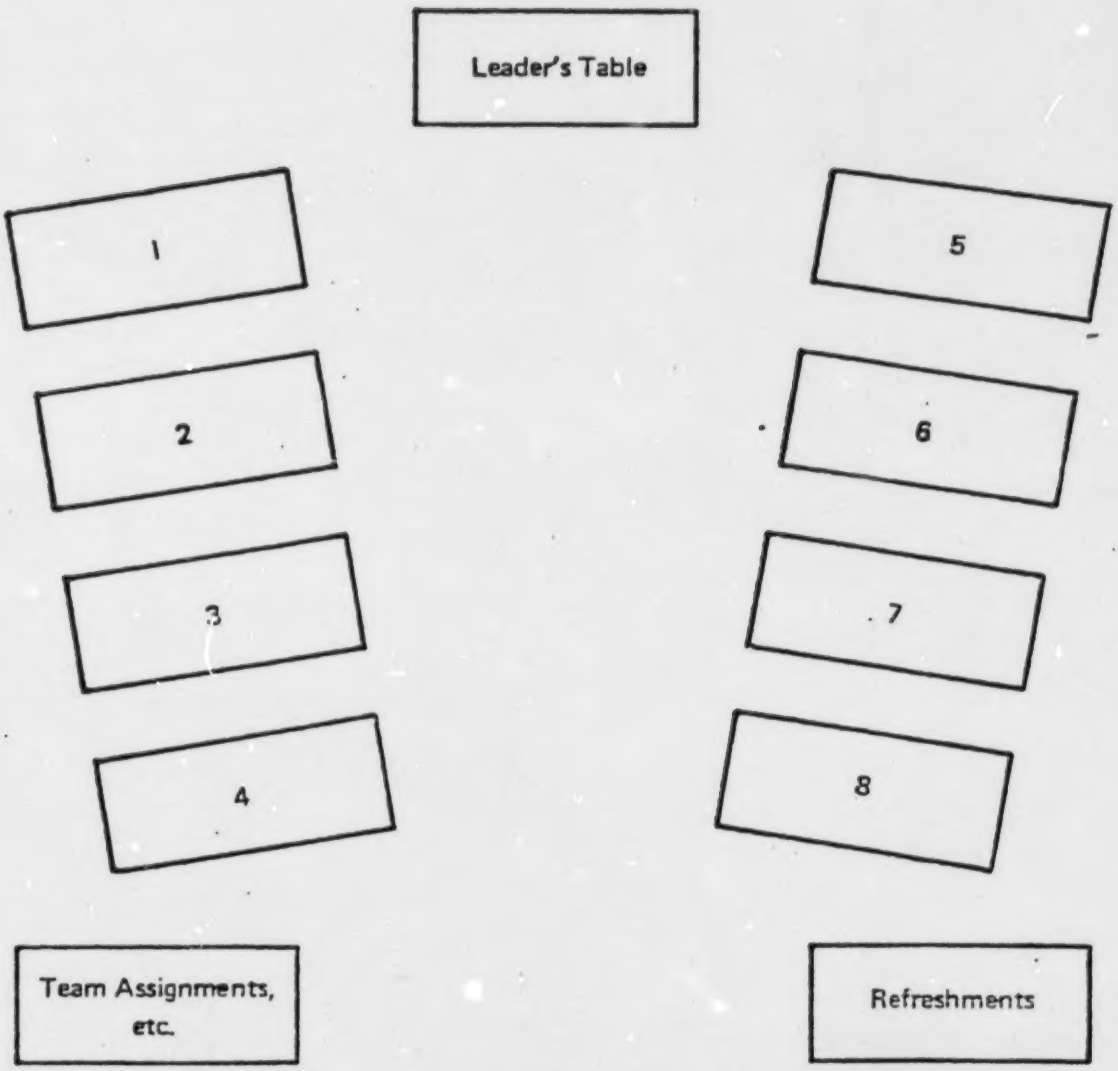
_____Leader's manual

_____One Workshop Text for each participant

_____One Participant's Handbook for each participant

Room Arrangement

A sample room arrangement for 24 participants (eight teams) appears below.



INSTRUCTIONS FOR USING THE LEADER'S MANUAL

This Manual describes the workshop, presents information necessary to provide instruction leading to workshop exercises and provides step by step instructions for conducting the workshop.

The Leader should become familiar with all workshop materials, Guide, Text, and Participant's Handbook, before attempting to conduct the workshop.

The major goal of the Bilingual Evaluation Technical Assistance materials is to provide practitioners with practice in planning bilingual evaluations and with an overview of the issues that must be addressed during such evaluations.

THE WORKSHOP LEADER SHOULD READ THE ENTIRE MANUAL BEFORE CONDUCTING THE WORKSHOP.

The Script, Extracts, and Directions to Leader

Each page of the Leader's Manual is divided into two parts. The left-hand portion of the page contains a blocked-off instructional "script." The following is an example of this script, which is read by the Workshop Leader:

Script

> The purpose of this workshop is to introduce you to the basic concepts in bilingual evaluation.

If the Leader is unsure of the content of a workshop or with certain segments of it, she/he should adhere to the script. When scripted material is familiar to the Leader, she/he may wish to refer only to the extracts for guidance. These extracts appear on the right hand side of the script.

Script	Extract
...a design is a strategy which dictates from whom evaluation information will be collected, with what measuring device, and when data collection will occur..	Design Defined

Directions to the Leader consist of materials which appear between blocks of script. These directions may refer to such things as points the Leader should discuss, administrative materials, or how to organize an activity.

Script	Extract
You will have five minutes to read the materials in this section. Do not go on to the next section until I ask you to.	Background Information

(Directions) When the participants have read the section, answer any general or procedural questions based on the materials. After any discussion, go on to say:

GENERAL WORKSHOP SCHEDULE

This workshop has been designed to accomplish its objectives within four hours of instruction. Below you will find a general time schedule and the times allotted for each activity. Please detach this page for use during instruction.

Morning Workshop	Time	Activity
	8:00-8:20 AM	Coffee, introductions
	8:20-8:40	Bilingual programs and evaluation, introduction
	8:40-8:50	Presentation of Simulation
	8:50-9:15	Exercise #1: Identification of three major problem areas in evaluation bilingual programs
	9:15-9:45	The CSE and BETA evaluation models: discussion
	9:45-10:00	Methodological issues in evaluation: discussion
	10:00	Break
	10:30-11:15	Exercise #2: Needs Assessment
	11:15-12:00	Exercise #3: Program Planning
	12:00	Lunch
Afternoon Workshop		
	1:00-1:45 PM	Exercise #4: Formative evaluation
	1:45-2:15	Exercise #5: Summative evaluation
	2:15-2:30	Discussion
	2:30-2:45	Participants' evaluation of Workshop I

INTRODUCTION

In this session we'll be trying to develop an overview or framework for bilingual program evaluation.

Let me begin by telling you a little about the Center, and the project that developed the materials we'll be using in this session.

CSE

First, CSE -- The Center for the Study of Evaluation at UCLA. Since 1966, CSE has been doing research and development in the areas of testing and evaluation. At the present time, there are two major programs at CSE -- one dealing with testing concerns, and the other with issues in evaluation. In each program there are two projects; one looks at the present practices and uses of information, and the other looks at issues that might lead to future improvement in practice and use of information.

BETA

Second, the project from previous work at CSE that developed these materials. That project is called BETA -- Bilingual Evaluation Technical Assistance Project.

BETA has developed a series of workshops, like this one, to give people some initial training in bilingual program evaluation. The workshops were developed from two different perspectives: (1) they take into account federal and state requirements that need to be considered by bilingual program evaluators, and (2) they try to meet the information needs of practitioners at various levels of involvement in bilingual

programs.

BETA workshops reflect beliefs that: (1) evaluation is designed to meet different kinds of information needs; (2) evaluation is often a team effort that needs constant communication between members of the evaluation team, decisions makers, and the staff affected by the evaluation or its findings; (3) evaluation's principal goal is to gather information useful for program improvement; and (4) evaluation should rely on systematic data collection from a variety of different sources.

BETA ON EVALUATION

BETA workshops are intended on the one hand for teachers, administrators, and other school staff with experience in bilingual education but who may have little formal training in testing and evaluation, and on the other hand for evaluation and research people familiar with evaluation procedures but who are perhaps less familiar with the special needs of bilingual programs. And I think there are some special needs, as we'll see later in the session.

BETA has five workshops, each providing about four hours of training. These five workshops cover the topics of understanding the bilingual program, evaluation deisgn, testing and assessment, implementation evaluation, and evaluation management. Let me take a minute to tell you a little about each of these workshops.

REVIEW OF BETA WORKSHOPS

Workshop I is an Orientation to Bilingual evaluation. That's the unit we'll work on today. It defines a particular approach to evaluation, gives the historical and legislative background to evaluation, covers the many ways bilingual programs can differ, gives a broad picture of the problems in testing and design, and offers broad suggestions for bilingual program evaluation. These areas are covered in more detail in the other four workshops. For example:

OREINTATION

Workshop II deals with Planning the Evaluation Design. It introduces the basic elements of evaluation design -- such as developing evaluation questions, deciding what parts of the program to examine, selecting measures, and planning data analysis. It covers thirteen possible evaluation designs.

DESIGN

Workshop III deals with Planning for Student Assessment. It looks at one particular concern in evaluation design -- instruments to measure what the program is doing. For example, it talks about the purposes of testing, the possible skills to be tested, and deciding which kinds of test are most appropriate.

ASSESSMENT

Workshop IV looks at Planning for Implementation Evaluation. This workshop is a partner to the units on design and assessment. It covers ways to describe and document how the bilingual program was implemented.

IMPLEMENTATION EVALUATION

Workshop V is concerned with Evaluation Management. It

MANAGEMENT

gives a breakdown of the major jobs involved in the management of the evaluation process -- such as scheduling, staffing, budgeting, monitoring and reporting.

These are the major training concerns of BETA. Do you have any questions about CSE, BETA, or the workshops before we go on?

ANSWER ANY GENERAL OR PROCEDURAL QUESTIONS, THEN SAY:

MATERIALS FOR OVERVIEW WORKSHOP

The materials you have on the overview to bilingual evaluation consist of a brief introduction to the materials, followed by four reading sections. As far as the readings go, we'll only be reading those pieces that are necessary to today's training. The rest are for your future reference.

The brief introduction is on pages x to x. Part 1 provides a definition of evaluation and runs from page x to x. Part 2 gives the historical perspective to bilingual education and covers court decisions, the diversity of bilingual programs, and some general problems in their evaluation. Part 2 runs from page x to x. Part 3 talks about the features that bilingual programs can differ on, and gives some background on requirements for assessment, evaluation, and reporting. This section runs from page x to x. Part 4 talks about minimum evaluation requirements and then discusses broad design and testing issues, and closes with some suggestions for practice. Part 4 runs from page x to x. The

remaining materials describe a simulated school district and its bilingual program. We'll be using these materials in some exercises and problem solving activities.

I'd like you to take about five minutes to skim through the materials and get a feel for the range of topics covered. All I'd like you to do at this point is to take a look at the broad section headings, and then look at the issues covered in the side headings on each page. When you come to the section called "Simulation Materials," stop. We'll look at that section in detail a little later.

AFTER ABOUT FIVE MINUTES: SAY

Alright. Now I'd like to introduce some of the specific issues we'll spend the rest of the session working on. I think there are at least three major problem areas in the evaluation of bilingual programs.

First, there is a lot of debate and disagreement about <u>what</u> evaluation is and <u>how</u> you go about doing it.

Second, there is just as much debate and disagreement about <u>what</u> bilingual education is and <u>how</u> you design and operate a bilingual education program at the local level.

Third, the nature of bilingual education, in terms of what kinds of students it should reach and help, creates

ISSUES IN EVALUATING BILINGUAL PROGRAMS

difficulties in methodology, especially in the areas of evaluation design and student assessment.

Let me start to illustrate some of these problems in a hypothetical situation.

The last section of your materials is a section called "simulation." It runs from page x to page x. I'd like you to turn to this section now and carefully read the description of the simulated school district and its bilingual education program.

SIMULATION

While you're reading the simulation, keep in mind the three problem areas I just described: 1) What is evaluation and what is it supposed to do for a bilingual program? 2) What is bilingual education and what would a local bilingual education program look like? 3) What features of bilingual education lead to methodological problems, and what are some of these problems?

You might want to mark up the materials where you find indications of these kinds of problems, since at the end of the reading we'll go through an exercise to write up the problems you've found.

You have about x minutes to read the simulation materials. Please don't go on to the exercise until I ask you.

AFTER ABOUT X MINUTES, OR WHEN EVERYONE HAS FINISHED READING, SAY:

EXERCISE 1

Now let's see what the simulation materials you've just read have to say about our three general problem areas. Please turn to page x in the simulation materials. There you'll find our first exercise. Your team job in the exercise is to identify and list problems in the simulated bilingual program that relate to 1) disagreements about the nature of evaluation, 2) disagreements about the nature of bilingual education, and 3) evaluation methodology problems such as measuring program effectiveness, design, and student assessment.

Please read the directions carefully and then begin. You'll have x minutes to do this exercise.

AFTER X MINUTES, OR WHEN EVERYONE HAS FINISHED, SAY:

PURPOSES OF EVALUATION

Before we talk about the problems you found, let me say a few words about the three problem areas we're interested in.

First, what is evaluation and what is it supposed to do? Well, in large measure it depends who you ask. There are goal oriented models; decision oriented models; there are transactional models; research models, goals free models, and so

on. There are people who stress quantitative, experimental approaches. Others stress qualitative, naturalistic approaches. Some people say evaluation should be formative and help improve the program; others say evaluation should be summative and make end-of-program judgments of comparative success. In more specific matters, there are those who say that tests should be norm-referenced, and there are those who say the tests used should be criterion referenced. At CSE, and we'll look at CSE's approach shortly, the idea is basically that the evaluation approach and the specific procedures followed should be appropriate to the particular program being evaluated. So much for evaluation.

Second, what is bilingual education and what is it supposed to do? Again, it almost depends who you ask. There are people who say bilingual education should be transitional; and there are those who say it should be maintenance. There are cultural, psychological, social and political, as well as educational issues in bilingual education. There are basic issues of language dominance versus language proficiency.

PURPOSES OF BILINGUAL EDUCATION

There are differing theories of learning and development, language acquisition, and linguistics. There are some basic federal and/or state guidelines that we'll look at a bit later.

Basically, there are four major kinds of bilingual programs:

There's Type I, Transitional Bilingual, that allows pupils to adjust to school and/or subject matter until skill in English is developed. This kind of program implies language development as an objective.

There's Type II, Monoliteral Bilingual, that works to develop both languages for aural/oral skills, but doesn't include literacy skills in the native language. These programs develop fluency in the native language, and are intermediate between language shift and language maintenance.

There's Type III, Partial Bilingualism, that shoots for fluency and literacy in both languages, but literacy in the native language is restricted to certain subject matter. This kind of program is one of language and cultural maintenance.

And finally there's Type IV, Full Bilingualism, where students are taught to develop all skills in both languages. This kind of program is directed at language maintenance and the development of the native language.

Third, problems in evaluation methodology. There are two basic problems here; one is that it is difficult to get good comparative data on bilingual programs, and the other is lack of good measures of bilingual program success.

EVALUATION METHODOLOGY

These three problem areas have joined to make bilingual program evaluation a tricky business.

Okay. I'd like us to spend some time now discussing the kinds of problems you came up with.

TRY TO GET TEAMS TO DESCRIBE THE PROBLEMS THEY CAME UP WITH. DISCUSS THE ISSUES IN ORDER -- EVALUATION APPROACHES, BILINGUAL EDUCATION, METHODOLOGY, OTHER PROBLEMS. THEN SAY

Now I'd like you to take a look at the problems the BETA staff emphasized in the simulated bilingual program. (NOTE TO LEADER: DEPENDING ON THE PROBLEMS OFFERED BY TEAMS IN THE PREVIOUS DISCUSSION, YOU MAY NEED TO TALK ABOUT SIMILARITIES BETWEEN THE TWO SETS; DIFFERENCES BETWEEN THE TWO SETS; THE FACT THAT THE FEEDBACK IS ONLY A MODEL AND DOES NOT MEAN THAT THE PARTICIPANTS' RESPONSES WERE WRONG. THEN CONTINUE):

You'll find the BETA selected problems on pages x to x of the simulation materials. Take about x minutes to go over the set of problems and see how they compare to or differ from yours.

FEEDBACK TO EXERCISE 1

CSE APPROACH TO EVALUATION

Now I'd like you to get an idea of CSE's approach to evaluation and how it tries to handle the kinds of problems we've been talking about. Turn now to the section in your reading materials that talk about CSE's approach to evaluation. These materials are on pages x to x. You have about x minutes to read these materials.

AFTER ABOUT X MINUTES, OR WHEN EVERYONE HAS FINISHED READING, ASK IF THERE ARE ANY QUESTIONS OR AREAS TO BE DISCUSSED. ANSWER QUESTIONS, THEN SAY:

Alright. The CSE approach to evaluation tries to cut through the clutter of different views about evaluation by focusing on particular program needs and problems. Now let's take a quick look at some materials talking about the historical background of evaluation, and use that as a springboard to general problems in bilingual program evaluation, and see the final evaluation consideration that has influenced CSE's approach to evaluation. These materials are on pages x to x in your readings. Pages x to x, the historical background, are intended for your future reference. So just <u>skim</u> over this section <u>quickly</u>. Then I want you to carefully read the section on general problems in bilingual program evalua-

tion and how they have influenced CSE's work in evaluation. This section is on pages x to x in your readings. You have about x minutes to read the section.

AFTER ABOUT X MINUTES, OR WHEN EVERYONE HAS FINISHED, ASK IF THERE ARE ANY QUESTIONS OR AREAS TO BE DISCUSSED. ANSWER QUESTIONS, THEN SAY:

FACTORS IN PLANNING BILINGUAL EVALUATION

I'd like us to spend a few more minutes on diversity in bilingual education programs, and focus on some methodological issues before we go on to our next exercise. Part III in your readings discusses the many ways in which a bilingual program may differ.

That section is for your future reference. We won't look at that section, which runs from page x to page x , in this session.

The section that I would like you to look at before we go on starts on page x and runs to page x . That section does the following:

(1) It talks about guidelines for evaluation and reporting.

(2) It talks about some basic methodological problems in evaluation design and student assessment.

(3) It offers some general suggestions for improving the evaluation of bilingual programs. It does this by:

(a) summarizing the ways bilingual programs may vary in their requirements and intentions. This summary is a shortened version of Part III of the readings.

(b) using these points of variation to suggest careful planning and conduct of the evaluation.

So, turn now to the section on planning bilingual evaluation on page x. You have about x minutes to read this section.

AFTER X MINUTES, OR WHEN EVERYONE HAS FINISHED READING, ASK IF THERE ARE ANY QUESTIONS OR AREAS TO BE DISCUSSED. ANSWER QUESTIONS, THEN SAY:

Okay. Now let's get into our next problem solving activities. We're going to be doing a team exercise that has four parts following CSE's approach to evaluation -- needs assessment, program planning, formative evaluation, and summative evaluation. To have a framework for the exercise, you'll be using the problem areas already generated for the simulated bilingual program. To develop the framework, you

EXERCISE 2

PART 1

can rely on the problem areas you identified, those listed by BETA, or some combination.

Your job is as follows:

(1) Familiarize yourself again with the bilingual program problems.

(2) For each stage of the CSE evaluation approach, assume you are going to plan an entire program evaluation. This means you will generate questions and possible evaluation techniques to answer the questions for needs assessment, program planning, formative evaluation and summative evaluation. At the end of each part of the exercise, we'll stop and have a discussion session before we go on to the next part.

Turn now to page x in the simulation where you will find the directions and begin. You have x minutes for the first part dealing with needs assessment.

AFTER ABOUT X MINUTES, OR WHEN EVERYONE HAS FINISHED, HAVE TEAMS DISCUSS THE QUESTION AND TECHNIQUES THEY CAME UP WITH. THEN SAY:

On the next page following the needs assessment part of the exercise, you'll find the questions and techniques BETA

FEEDBACK

decided to stress. Turn to these examples now. (Note: defending open questions/techniques caused by fears, you can discuss similarities, differences, etc.).

THEN SAY:

Turn now to page x in the simulation for the second part of the problem dealing with program planning. Again, your job is to test questions and evaluation techniques to answer them -- but this time thinking about program planning. You have x minutes for this part of the exercise.

EXERCISE 2
PART 2

AFTER X MINUTES, HAVE TEAMS DISCUSS THE QUESTIONS/TECHNIQUES THEY CAME UP WITH. THEN SAY:

Okay. On the next page after the program planning section is another test of questions and techniques developed by BETA. Turn to these examples now. (Note: again your discussion will depend on the degree of similarity between teams' and BETA examples. Keep stressing that BETA responses are examples only; differences between the two sets does not mean team responses are wrong).

FEEDBACK

The third part of the exercise, formative evaluation, begins on page x. Turn to that page now and this time focus question and evaluation techniques on formative, or program improvement, evaluation. You have x minutes for this part of the exercise.	EXERCISE 2 PART 3

AFTER X MINUTES, HAVE TEAMS DISCUSS THE QUESTIONS/TECHNIQUES THEY CAME UP WITH. THEN SAY:

Okay. Again there are some BETA examples of formative concerns on the next page. Take a quick look at those examples now. (Note: again build any necessary discussion around similarities and differences.)	FEEDBACK

THEN SAY:

The final part of the problem, summative evaluation, is on page x. Please turn to that part of the exercise now and begin. You have x minutes for this part of the exercise, dealing with final questions of program success.	EXERCISE 2 PART 4

AFTER X MINUTES, HAVE TEAMS DISCUSS THE QUESTIONS/TECHNIQUES THEY CAME UP WITH. THEN SAY:

FEEDBACK

BETA's summative examples are on page x. Take a few minutes now to look at those examples. (Note: again develop any necessary discussion depending on team responses and fit with BETA examples.

THEN SAY:

PROGRAM DOCUMENTATION

One final aspect of the evaluation to be discussed is program documentation. Documentation, as you'll recall, is the attempt to write up the description of the program and its results so that other people will understand program criticisms and exactly what caused them. This will make a thorough description of the program, how it was implemented, and its effects. Part of this documentation will also include a careful discussion of how the program was evaluated; that is, a formal unite of all the kinds of evaluation questions you just used, how you set about answering them, how successful you were in getting the right information, and the results of analyzing that information.

Obviously, today we've only taken a thumb-nail view of bilingual program evaluation. The topics we've quickly gone

through are treated in more detail in separate workshops dealing with evaluation design, testing and assessment, implementation evaluation, and evaluation management. I hope to see some of you at these workshops in the future.

At any rate, this closes the formal portion of the workshop. Thank you for letting me work with you. Now we can have any final questions and answer, or discussion, before we close.

AFTER X MINUTES OF DISCUSSION SAY:

Before we close, I will pass out participant evaluation form of this workshop. Please help us to improve the workshop by taking a few minutes to give us your evaluation of the workshop.

PARTICIPANT EVALUATION